

## **Internship Seminar Syllabus**

**Rutgers University**

**Fall Semester 2017**

**830:493:01 and 494:01, 494:02, 494:03, and 494:04**

Internship and Seminar in Applied, School, and Community Psychology

**Instructor: Dr. Marina Gelfand**

Time: **494:01: Monday 1:00-3:00 p.m (Tillett 505)**

**494:02: Monday 3:00-5:00 p.m. (Tillett 505)**

**494:03: Monday 6:00-8:00 p.m. (Tillett 103B)**

**494:04: Monday 8:00-10:00 p.m. (Tillett 103B)**

Office: Tillett Hall room 315

Office hours: by appointment

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### **Required Texts**

Brendtro, L., Brokenleg, M., & Van Bockern, S. (2002). *Reclaiming youth at risk: Our hope for the future* (Rev. Ed.). Bloomington, IN: National Education Service. ISBN 1879639866 or 187963905X

Sweitzer, H.F. & King, M. (2004). *The successful internship: Transformation and empowerment in experiential learning* (2nd ed). Belmont, CA: Brooks/Cole-Thompson. ISBN 0534558798

*Additional readings will be available on Sakai*

### **Course Goals**

This is a writing-intensive 400-level course that accompanies a 2- or 3-day per week internship placement (companion course 830:493). This course has three over-arching goals:

- 1) For interns to develop skills and knowledge related to the field of psychology in general – to improve skills and deepen their understanding in the areas of assessment, counseling, professionalism, psychological theory and intervention, civic responsibility, focus on community, etc.
- 2) For interns to develop skills and knowledge in areas specific to the site setting or population – e.g. special education, trauma, cognitive impairment, inpatient milieu, etc., in addition to understanding and analyzing the sites' organizational structure.

- 3) For interns to process their own feelings and experiences as they proceed through the internship (and to share with their classmates so that all interns benefit from the experiences of the other), increasing self-awareness and understanding of others.

Students accepted into the program are expected to function as participant/conceptualizers. In this role, they will be working to:

1. improve their observational and analytic skills with respect to the functioning of the organization in which they are placed.
2. learn to interact effectively with professional staff and clients.
3. develop consultation skills and skills in interacting with community agencies and groups.
4. learn to effectively use individual and/or group supervision.
5. understand the placement setting as a system, including the interrelationship of the setting with the community.
6. acquire specific professional skills essential for beginning career roles in the settings in which they are placed.
7. familiarize themselves with positive mental health practices and primary and secondary prevention of behavioral, social, and emotional difficulties, and begin to learn how to implement these approaches.
8. expand and broaden their appreciation of the multiple roles of the professional in a human service setting.
9. understand their strengths and weaknesses in the study and practice of applied, school, and community psychology.
10. stimulate their awareness and careful planning of future career goals.

## **Seminar Course Policies**

### ***Attendance***

Students are expected to attend all scheduled seminars. If you cannot attend, **you must let me know in advance**, as well as follow up on what was from a classmate. Students are expected to come to class having reviewed their written journals, completed the assigned readings, and prepared to hand in written assignments. Students are allowed one absence. Students should miss no more than one class.

Important announcements are made in class (particularly at the beginning and end of class) including information about changes in schedule or assignments, clarifications, special instructions, etc. If you are absent, make sure to check in with a peer for updates.

### ***Arriving late/leaving early***

You are expected to arrive to class on time and stay for the length of the class. If you do need to arrive late or leave early, please do so in the least disruptive manner possible.

### ***Class participation***

There will be considerable time allotted in class for students to share their experience at their respective placement settings. It is expected that students will both contribute to these discussions as well as provide feedback to their peers. At the end of the semester, an oral presentation of a work sample and reactions to others' presentations will be required. Participation is an integral component of the course.

### ***Communication***

Given the nature of the internship, there is frequent communication between all parties involved. Students are expected to respond to communication from the site and from the Internship Coordinator in a timely manner. Failure to do so will lower both your seminar grade and your internship grade.

MAKE SURE to read e-mails and announcements on Sakai. This is a fluid class due to changes in pacing and there may be important changes and clarifications in assignments and readings. You are responsible for all changes announced.

In the event of inclement weather, if you do not hear from me, assume that class is on as scheduled. I will always make an announcement on Sakai if class is cancelled.

### ***Submitting Assignments***

Assignments should be submitted in hardcopy form in class on the day they are due. If you know you will not be in class, submit the assignment *ahead of time* to the psychology office in Tillett Hall, Livingston campus. Please have one of the department secretaries place the assignment in my box. Staff office hours are 8:30-4:30, closed 12-1 for lunch.

A copy of your assignment should also be uploaded to Drop Box in Sakai. This is a critical component of your final grade. If an assignment is not in your Drop Box, it will be graded as though it was not completed.

### ***Grading***

Students received separate grades for seminar performance and placement performance. The seminar, 830:494, is worth 3 credits. The internship component depends on how many days students are interning at the site (3 credits for two days, 6 credits for three days).

To receive a maximum seminar grade, all assignments should be handed in **on time** and in duplicate (as noted above – Drop Box and hard copy), follow assignment guidelines, stay within page specifications, and be well written with no significant grammatical errors or typos. If the assignment does not meet specifications or is written poorly, it may be necessary to resubmit it.

Seminar grades will be lowered for:

- Excessive absences
- Poorly written assignments, either with respect to content or to style/presentation (grammar, spelling, typos, etc.)
- Assignments that do not follow directions and guidelines, or are missing key elements
- Assignments that are turned in late, either on DropBox or via hard copy
- Poor communication (e.g. not responding to e-mails)

### **Internship performance grading**

Placement Performance: Students will be evaluated by their on-site supervisors twice during the semester: once informally mid-semester, and once formally, in writing, at the end of the semester. Students will also be evaluating themselves twice and commenting on their supervisors' evaluation. Final internship grades will be based on the supervisor evaluation, students' self-evaluations, progress made on learning goals, and input to the Internship Coordinator from staff at the placement setting. In addition to clinical performance, matters of professionalism will be extremely important in the evaluation process (punctuality, confidentiality, abiding by site rules and regulations, etc.).

### **Cheating and plagiarism**

Cheating and plagiarism are taken very seriously at Rutgers. Please familiarize yourself with the policy: <http://ctaar.rutgers.edu/integrity/policy.html>. It is your responsibility to avoid plagiarism, which is becoming all too common, intentionally and accidentally, in this age of digital, cut and pasted, copied, and relabeled media. See <http://gervaseprograms.georgetown.edu/honor/system/53377.html> - it is an excellent resource about plagiarism.

### **Counseling**

College can be an overwhelming time. This class can also trigger strong emotions. If you find yourself having a difficult time coping, please refer to <http://rhscaps.rutgers.edu/> where you can see an overview of support services available at Rutgers.

### **Course Requirements** (please double-space all assignments)

#### **1. Letter of Confirmation**

Obtain a letter from your supervisor, on agency letterhead, in this format (you can put down December 23<sup>rd</sup> as the approximate end date):

This letter is to confirm that \_\_\_\_\_ has been accepted as an Intern for the \_\_\_\_\_ semester at \_\_\_\_\_. He/She will work \_\_\_\_\_ (specify days, hours) and the approximate date of completion is \_\_\_\_\_. His/her primary supervisor will be \_\_\_\_\_. Duties will include \_\_\_\_\_:

## 2. Journal

Each student is expected to keep a journal or log of experiences at their setting. This journal is a place to enter questions, comments, elation, frustration, emotional reactions, observations – anything that strikes you as worth reflecting about or remembering. **Some entry must be made on each day you are at your internship setting.** Journals should be reviewed to prepare for weekly seminars and on-site supervision. They should also be used for completing your final paper. They will not be collected, to ensure your uninhibited honesty. You may, of course, elect to show your journal to the Internship Coordinator and/or on-site supervisor, with complete confidentiality.

## 3. Applied Reading

You will be asked to do an Applied Reading that is specific to your placement setting's activities. Readings must be academic journal articles, books, or chapters. They cannot be pamphlets, blog posts, "pop psychology" articles, etc. If they come from the internet, they **must** be from journals or from professional websites. If you are not sure if something is appropriate, check first. Otherwise, you may have to do another reading. Note that this reading is not intended to replace readings that your on-site supervisor may give you. Those are of special importance and can be readings of any kind. For the internship seminar, the goal is to ensure that you are reading within the established professional literature regarding your placements.

For the applied reading, 1) submit a *brief* summary of the reading, 2) discuss your reaction to the reading, and 3) discuss how the reading applies or does not apply to your particular setting or activities.

## 4. Self-Assessment

This is a 2-3 page assessment of yourself as you begin the internship. Using your knowledge of yourself, describe what aspects of the internship and seminar may be most challenging for you, and what aspects you will likely excel in. Briefly discuss what you can do to address the areas that may be more challenging. This assignment ties in to the next assignment, Learning Goals. You should choose at least one or two of the areas that are difficult for you to work on as goals.

## 5. Learning Goals

List in very specific behavioral terms the knowledge, techniques, understanding, attitudes, or skills you wish to obtain during the Internship. Include goals for the seminar as well as the placement. List no more than 6 goals. For each goal, list the specific steps you will take toward accomplishing it -- this is your action plan. Finally, for each step in the plan, list a target completion date. Use a column format. Make sure to include goals in different domains.

Example:

<u>Goal</u>	<u>Action Plan</u>	<u>Date</u>
1. to learn about family therapy	1. arrange to observe session or see videotape	2/1
	2. ask supervisor and coordinator for readings	2/6

	3. obtain readings and begin	2/13
	4. discuss observed session	2/15
2. to interact with staff in a more confident and professional manner	1. observe staff interactions	2/1
	2. discuss issue with supervisor	2/6
	3. Make short statement or comment at informal meeting	3/13
	4. raise agenda item or issue at formal meeting	3/23

## 6. Learning Goals Progress Report

Begin with a specific listing of accomplishments toward meeting the learning goals as previously stated. Discuss briefly any obstacles or other relevant issues. Then submit current learning goals using the format above. Revisions can be in the goals, number or nature of action steps, dates, etc.

## 7. Organizational Assessment (see Sakai Resources for more details)

Using Chapters 8 and 9 in Sweitzer and King as well as handouts, this task involves:

(a) Briefly describe the history and mandate of your setting. Why was this department, school, program, or classroom created? What is their mission/goals? Who provides funding for the agency? Is it public, private nonprofit, or for profit? etc. (2-3 pages)

(b) 1. Construct a formal organizational chart of your setting with written explanation as needed. 2. Include a graphic depiction (e.g. chart, picture) and summary, of a “zoom-out” - of where your site fits into the bigger picture (2-3 pages).

(c) Using readings, interviews, and your own observations, analyze your setting from an organizational/systems perspective (5-6 pages).

(d) conclusions, summary (1 page).

## 8. Crossover Interview (see Sakai Resources for more details)

You will be asked to interview someone in your setting who is working at an organizational level that is higher than your supervisor; ideally, this person will be a director or other leader. This person may be a staff member, director, board member, etc. Submit a 2-3 page summary of the interview and its career implications for you.

## 9. Work Sample

The work sample is an oral report lasting 15-20 minutes, depending on the number of students presenting. **Because the work sample is designed to simulate a professional conference presentation, strict time limits will be imposed.** Different formats will be provided appropriate to your specific setting. The objective of this assignment is for you to teach your classmates some specific skills (conceptual and/or practical) that you apply in your internship setting. Examples include a case presentation; conducting a workshop on funding or advocacy;

teaching how to score and interpret a psychological assessment. A 1-2 page typed, double-spaced summary of your presentation should also be submitted no later than the time of your report. Sometimes members of the same setting or related settings can collaborate on a Work Sample presentation. Keep a copy for your records. Your work sample summary should also contain a summary of your Applied Project, described below.

### **9. Applied Project**

You will be asked to select a small project to work on during your time at your internship. This project should be selected in conjunction with your supervisor, and should be something that will help the site in a measurable, albeit small, way. You will summarize this project along with your Work Sample (presentation) summary. More information will be given on this in class.

### **10. Final Reflective Paper**

Reflective Paper: This paper will integrate students' experiences and growth in several areas, including (a) academic knowledge; (b) application of techniques; and (c) personal and professional competence. The paper should also reflect one's understanding of the setting & the relationship of the setting to the wider community.

The reflective paper is intended to help you integrate your experiences as an Intern. Write it as if you were talking to a prospective Intern about your experiences, to convey something of the process and the highlights. The following areas should be included: academic learning, applied techniques, personal and professional growth, your evolving understanding of yourself, and your evolving understanding of the agency, as well as the relationship of the agency to the larger community. For all these areas, the reader should be able to detect concepts discussed in class, ideas from required or other readings, specific situations, interactions, and persons that influenced the Intern's learning, and some reflection on where the Intern "began" and progressed to during the semester. The "Stages of Fieldwork" article should be quite useful in organizing this.

Think about and address these questions:

1. How effective is your organization at meeting its goals (how does the organization determine its goals and measure its effectiveness)?
2. What would you recommend for improving your organization's effectiveness? What would you do differently if you were your supervisor and/or someone in a director's position in the agency? Why?

The reflective paper is not a research project and should draw from your internship experiences as well as your experiences with other courses at Rutgers. The paper should be about 10-12 typed double-spaced pages. At least 2-3 pages should be devoted to your reflections about what you have learned about yourself as a person and a future professional and should include some comment about what you did that you are most proud during the Internship, what you found most surprising, and what if anything you might have done differently.

### 11. FIDLER

At least once during the semester, you should attend a FIDLER movie (a program by Dr. Tobia), tweet along with medical students and psychiatry residents, and write up a 1-2 paragraph analysis. The dates and movies, subject to change, are as follows: 10/26 (Misery), 11/16 (My Cousin Vinnie), and 12/7 (Christmas Vacation), all at 6 p.m. on Busch campus. A sign-up sheet will be posted.

### 12. Letter of Completion

Before concluding the Internship, have your supervisor provide to you a brief typed letter, on agency letterhead, stating that you have successfully completed your internship, from date \_\_\_\_\_ to date \_\_\_\_\_, and that your work was supervised by \_\_\_\_\_. **YOU ARRANGE WITH YOUR SUPERVISOR TO GET THIS LETTER FOR YOURSELF AND KEEP IT** so you can attach to your resume and applications for graduate school and jobs. Please provide me with a copy.

### 13. Evaluation

The following procedure will be used for evaluation purposes:

Copy #1: entitled "Self-Evaluation" - This will be a self-evaluation **for YOU to fill out** about your performance thus far. In addition to scoring yourself on different areas, please include written comments. You will hand this in; see due date on syllabus.

Copy #2: entitled "Supervisor Evaluation" - This form will be used as a format that can **guide your discussion with your supervisor so you can get mid-semester feedback**. See date on syllabus when this feedback discussion should be conducted. **DO NOT** have supervisor fill out form at this time. The purpose of this mid semester evaluation is to discuss strengths, areas of improvement, etc.

Copy #3: - entitled "Supervisor Evaluation" - This is to be completed by your supervisor and **handed in during the last seminar** (offer your supervisor the electronic copy of the evaluation in case he or she would like to type it). In addition to your supervisor filling out this form, you should include your reactions, in paragraph or bullet point format in an attached document. The purpose of this is to get your reactions about what your supervisor wrote - what you agree or disagree with, overall reactions to feedback, etc.

## Course Schedule

*Note that announcements in class or via email or Sakai supersede this syllabus.*

Date	Topic	Assignment Due
9/11	Introduction, entry, and requirements Stages of Fieldwork	Stages of Fieldwork article Sweitzer and King chapter 1
9/18	Beginning internship: the first week	Sweitzer and King chapter 5
9/25	Understanding yourself and your placement setting: clients, colleagues	<i>Submit letter of confirmation</i> <i>Submit Self-Assessment</i> <i>Submit Learning Goals draft</i>  Sweitzer and King chapters 3, 4, 6, 7
10/2	Understanding yourself and your placement setting - practical applications	Informal personality inventories
10/9	Visiting lecturer: Claire Dominick from Child Day	<i>Submit Applied Reading #1</i>  Mandatory e-mail check-in
10/16	THE RULE documentary and Reclaiming Youth	Reclaiming Youth at Risk – 1-138 Link for THE RULE will be posted in announcements
10/23	Getting to know your site: organizational structure	Sweitzer and King Chapters 8 and 9 Readings: Lauffer and Sarason excerpts
10/30	Social-emotional learning strategies  Graduate school and other applied issues	Readings by Dr. Maurice Elias  <i>Submit Learning Goals progress report</i> <i>Submit informal Supervisor Form summary</i> <i>and mid-semester Self Evaluation</i>
11/6	Ethics and boundaries Disillusionment phase	Sweitzer and King chapters 10 and 13
11/13	Techniques and Interventions Competence phase  (continuation of Graduate school and applied issues, if necessary)	<i>Submit Organizational Assessment</i>  Reading: Understanding How to Help (Faiver) Sweitzer and King chapters 11 and 12

11/20	Multiculturalism	Reading: Gerig chapter on multiculturalism
11/27	Student Presentations	<i>Submit presentation work sample/applied project summary (on day you present)</i>
12/4	Student Presentations Getting ready to wrap up	<i>Submit Crossover Interview</i> Reread Stages of Fieldwork chapter Sweitzer and King chapter 14
12/11	Student Presentations (if needed) Saying goodbye	<i>Submit Final Reflection Paper</i> <i>Submit Supervisor and Self Evaluations</i> <i>Submit Letter of Completion</i>